

explanation of a statement which he made to an Irish school inspector, in whose company he visited a school, where he observed a great desire, on the part of the teacher, to coach up some astounding pupils. "I hope," said the prelate, "there are no big gooseberries here." In explanation, he added, that in a certain place in England, valuable premiums were annually given to the persons who produced specimens of the largest and best gooseberries; and that, for several years in succession, a gardener from Yorkshire had carried off all the prizes. The local competitors, at length, suspecting some management, sent a person secretly to Yorkshire, to find out how the monster gooseberries were produced. This he succeeded in doing, and the process was in this way:—As soon as the fruit was formed, all the smaller and less promising gooseberries were plucked off and thrown away, and only the largest ones were allowed to come to maturity. In this way he produced specimens of the several varieties with which no other gardener could compete. The application of the anecdote is obvious. This is precisely the system adopted by the big guns of the High Schools. They imitate the conduct of the Yorkshire gardener. They even go further and do worse than he did.

We have adverted to the eulogium recently delivered, in his place in the Local Legislature, by the Minister of Education, upon the happy results attending the operation of the laws of '71, '74 and '79, and we have just remarked that if, upon close examination, these results do not exactly tally with the roseate hues given them by the Minister of Education, it is not for want of administrative powers—we were going to say ability—for we have no less than three Ministers, and a grand Educational Council to boot, to assist them in arriving at suitable (?)

deliberations. We also stated that there was no lack of means in supplying any deficiencies that may take place in the rank and file of the teachers now employed in our High and Public schools. We have alluded to the 52 teacher manufactories, in the shape of two Normal Schools, and fifty Model Schools, whose province it is to polish and render marketable the rough diamonds presented to them by the 103 High Schools. Indeed, so rapidly—and we were going to say efficiently, but we withdraw the word—have these done their work, that in eight years a sufficient reserve has been created, that were a plague to sweep away the whole teaching body now in existence, and their successors to fall victims to the same supposed fatality, and their successors again meet a similar fate, and so on until five relays of teachers were thus imagined to answer the fell summons of death, there would still be sufficient left to fill the places of those who went before them, and perform the educational duties of the country, as if no such calamity were supposed to have taken place.

Now, teachers require superintendence, and to be generally "bossed" over. It would be a great oversight if this were neglected. But it has not been neglected. The School Law has made due provision for even this. Besides the three Ministers of Education, the Central Committee, and three High School Inspectors, there are eighty Public School Inspectors, and a force of school trustees connected with our 4,990 Public Schools, and 103 High Schools—reckoning only three trustees on an average to each Public School, and six for each High School—amounting to 15,594, say, 16,000 school trustees. This will give at the lowest figure 16,084 overseers for only 6,771 workmen. Well, one would think that, with such facilities for filling up the ranks of inefficient